

**ARGUMENT WRITING RUBRIC GRADES 9 and 10**  
**North Smithfield School Department**

COMMON CORE	4 Proficient with distinction	3 Proficient	2 Partially proficient	1 Below proficiency
<b><u>PRODUCTION AND DISTRIBUTION OF WRITING</u></b>	<ul style="list-style-type: none"> <li>• <b>Skillfully</b> develops and strengthens writing as needed by               <ul style="list-style-type: none"> <li>○ planning (graphic organizers)</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develops and strengthens writing as needed by               <ul style="list-style-type: none"> <li>○ planning (graphic organizers)</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience. <b>W.9-10.5</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Partially</b> develops and strengthens writing as needed by               <ul style="list-style-type: none"> <li>○ planning (graphic organizers)</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neglects to</b> develop writing as needed by               <ul style="list-style-type: none"> <li>○ planning (graphic organizers)</li> <li>○ revising</li> <li>○ editing</li> <li>○ rewriting or trying a new approach focusing on addressing what is most significant for a specific purpose and audience.</li> </ul> </li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <i>Write arguments to support claims <b>W.9-10.1a</b></i>	<ul style="list-style-type: none"> <li>• <b>Compellingly</b> introduces precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduces precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. <b>W.9-10.1a</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> introduce a claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> introduce a claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <i>Write arguments to support claims/ positions <b>W.9-10.1a</b></i>	<ul style="list-style-type: none"> <li>• <b>Expertly</b> develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. <b>W.9-10.1b</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Struggles to</b> develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Shows little or no effort to</b> develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> </ul>
<b><u>TEXT TYPES AND PURPOSES</u></b> <i>Write arguments to support claims/ positions. <b>W.9-10.1a</b></i>	<ul style="list-style-type: none"> <li>• <b>Skillfully</b> uses words, phrases, and clauses to link the major sections of the text, creates cohesion, and clarifies the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>• <b>Expertly</b> establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses words, phrases, and clauses to link the major sections of the text, creates cohesion, and clarifies the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. <b>W.9-10.1c</b></li> <li>• Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <b>W.9-10.1d</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> use words, phrases, and clauses to link the major sections of the text, create cohesion, and <b>partially</b> clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>• <b>Struggles to</b> establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> use words, phrases, and clauses to link the major sections of the text, creates cohesion, and <b>partially</b> clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>• <b>Shows little or no effort to</b> establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul>

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<p><b><u>TEXT TYPES AND PURPOSES</u></b> Write <i>arguments</i> to support claims/ positions <b>W.9-10.1a</b></p>	<ul style="list-style-type: none"> <li>• <b>Thoughtfully</b> provides a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides a concluding statement or section that follows from and supports the argument presented. <b>W.9-10.1e</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Attempts to</b> provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Neglects to</b> provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<p><b><u>RESEARCH TO BUILD AND PRESENT KNOWLEDGE</u></b></p>	<ul style="list-style-type: none"> <li>• <b>Skillfully</b> gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively;               <ul style="list-style-type: none"> <li>○ <b>thoroughly</b> assesses the usefulness of each source in answering the research question</li> <li>○ <b>expertly</b> integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and</li> <li>○ <b>carefully</b> follows a standard format for citation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Gathers relevant information from multiple authoritative print and digital sources, using advanced searches effectively;               <ul style="list-style-type: none"> <li>○ assesses the usefulness of each source in answering the research question</li> <li>○ integrates information into the text selectively to maintain the flow of ideas, avoiding plagiarism and</li> <li>○ follows a standard format for citation. <b>W.9-10.8</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Gathers <b>insufficient</b> or <b>irrelevant</b> information from multiple authoritative print and digital sources, using advanced searches effectively;               <ul style="list-style-type: none"> <li>○ <b>insufficiently</b> assesses the usefulness of each source in answering the research question</li> <li>○ <b>may or may not</b> integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and</li> <li>○ <b>inconsistently</b> follows a standard format for citation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not gather sufficient</b> or relevant information from multiple authoritative print and digital sources, using advanced searches effectively;               <ul style="list-style-type: none"> <li>○ <b>does not</b> assess the usefulness of each source in answering the research question</li> <li>○ <b>does not</b> integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and</li> <li>○ <b>does not</b> follow a standard format for citation.</li> </ul> </li> </ul>
<p><b><u>LANGUAGE</u></b></p>	<ul style="list-style-type: none"> <li>• Demonstrates <b>sophisticated</b> command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>• <b>Carefully</b> conforms to the guidelines of a style manual appropriate for the discipline and writing type.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates command of the conventions of standard English grammar and usage when writing or speaking; <b>L.9-10.1</b> errors do not impair the readability.</li> <li>• Conforms to the guidelines of a style manual appropriate for the discipline and writing type.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates <b>partial</b> command of the conventions of standard English grammar and usage when writing or speaking; errors <b>distract from</b> the readability.</li> <li>• <b>Inconsistently</b> conforms to the guidelines of a style manual appropriate for the discipline and writing type.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Does not</b> demonstrate command of the conventions of standard English grammar and usage when writing or speaking; errors <b>impede</b> the readability.</li> <li>• <b>Does not</b> conform to the guidelines of a style manual appropriate for the discipline and writing type.</li> </ul>
<p><b><u>OTHER</u></b> e.g. Power Point Presentation</p>				